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BOOK DEPARTMENT.

A full description of the books received, giving size, price, etc., will be found in the list of Publications Received in this issue, or, generally, in a preceding issue of the SCHOOL REVIEW.

RECENT LATIN BOOKS.

A First and Second Latin Book and Practical Grammar. By THOMAS KERCHEVER ARNOLD. Revised and corrected, with Additions, from the American Edition of REV. J. A. SPENCER, by JAMES E. MULHOLLAND. New York: American Book Company, 1893. pp. 416.

A Practical Introduction to Latin Prose Composition. By THOMAS KERCHEVER ARNOLD. Corrected and Revised from the first American Edition, by J. E. MULHOLLAND, formerly Professor of Languages in the R. C. High School, Philadelphia. New York: American Book Company, 1893. pp. 415.

A First Book in Latin. By HIRAM TUELL, A. M., Principal of the Milton (Mass.) High School and HAROLD NORTH FOWLER, Ph. D., Professor in the Western Reserve University; formerly Professor of Latin in the Phillips Exeter Academy. Boston: Leach, Shewell, & Sanborn, 1893. pp. x, 259.

Latin Lessons, Designed to prepare for the Intelligent Reading of Classical Latin Prose. By HENRY PREBLE, formerly Assistant Professor of Latin and Greek in Harvard University, and LAWRENCE C. HULL, Latin Master in the Lawrenceville School. Boston: Houghton, Mifflin & Company, 1893. pp. x, 417.

These books surely present enough variety in method. We have side by side the views of fifty years ago and those of to-day. Arnold's First and Second Latin Book, brought out in this country by D. Appleton and Company in 1846, has not been materially altered by Professor Mulholland in this revision of 1893. He says that such an alteration was not desired, and it has, therefore, not been attempted. So we have the old plan of proceeding from the English expression to the Latin, the old rhymes of mingled English and Latin, and the arrangement of lists of words for conning. The editor has removed some errors and exceptional Latin expressions, and has simplified the design and arrangement of parts of the book. It is noticeable in the Introduction, that the Roman method of pronunciation is not referred to, that the English and Continental methods are merely men-

tioned, but that the Italian method is given in detail. It thus seems that the book was designed for those who wish to speak and pronounce Latin as the Italians do. For the teacher in the schools, except for special reasons, the book can have but little interest. As early as 1851, after only six years' use in this country, Professor Albert Harkness deemed it necessary to remodel and rewrite Arnold's First Latin Book, and adapt it to Ollendorff's Method of Instruction. In the text books that have been since evolved from these germs, how far have both the Arnold and the Ollendorff disappeared! Besides, has the philological research of fifty years brought no fruit to Latin Accidence and Latin Syntax, so that we should desire to present them just as before?

In regard to Arnold's Latin Prose Composition, but little need be said. If the teacher desires to secure in his pupil the ability to write connected passages based upon the Latin authors read in class, this book is not adapted to his purpose, however good it may be in the statement of English and Latin idioms.

The other two books are two of the most recent efforts to meet the wants of the teachers of to-day. They differ greatly from each other in size, appearance and matter. Tuell and Fowler's First Book in Latin gives evidence on every page of being written by school men for school work. The lessons are clear, simple, compact, and brief. They usually consist of a presentation of form, illustrative sentences, a vocabulary of ten or twelve words, and Latin and English exercises of a like number of sentences. In the last half of the book, the eighteen reading lessons of about seventeen lines each, scattered along through the work and forming ten pages of matter, give in simplified form the story of the first book of Cæsar's Gallic War. Great pains have been taken to secure the mastery of the vocabulary by the systematic repetition of words. The scope of the book is narrow, its vocabulary contains but about seven hundred words, and its exercises are principally concerned with the campaigns of Cæsar. The authors of the book have a definite purpose and they carry out that purpose well.

Preble and Hull's Latin Lessons is a book of very different purpose and much broader scope. Its vocabulary contains four times as many words as that of Tuell and Fowler's book and these are found in a carefully prepared dictionary of one hundred and forty pages with an English-Latin part of thirty-seven more; while in the former book the vocabularies occupy fifteen pages each. In the remaining part of the book, Preble and Hull's has only ten more pages than the other work, but it must contain somewhat more matter on account of the larger size of the page. We are interested to see how this large vocabulary is employed. We find special vocabularies only in the first twenty-six lessons and these all together contain less than two hundred and seventy-five words. The exercises for translation are short, those from English to Latin not exceeding ten sentences. But in the twen-

ty-eighth lesson, the first reading selection is introduced. It begins in the simplest language the story of the Roman people. There are interspersed in the remaining lessons of Part I twenty-seven such passages of about twenty lines each, principally concerned with Roman history. Part II contains twenty-five pages of interesting extracts from Cicero, Cæsar, Aulus Gellius, Livy and Pliny, with continuous passages for translation from English into Latin. Thus the large vocabulary is required by extensive and varied reading.

There are many things of interest to be noted in this book, if space allowed. The masculine perfect passive participle is used as in Preble's Andrews and Stoddard's Latin Grammar in place of the supine in the parts of the verb, though why the neuter perfect passive participle should be used in a few lessons and even in a vocabulary with the masculine is not evident. Many remarks through the book both in the text and in the foot notes are stimulating and in many ways valuable to teacher and pupils. It is impossible not to get some of the authors' enthusiasm for real idiomatic Latin. The study of the order of Latin in the use of two words, of three or more words together, and of a more complicated sentence, is thoroughly provided for. The book in the last part goes very carefully into the distinctions of syntax. The pupil who has thoroughly mastered this book will have considerable preparation for the intelligent reading of classical Latin prose, the object for which these Latin Lessons were designed.

The question of a large or small vocabulary in an elementary book is still open for discussion. When reading is once begun, the vocabulary must increase rapidly. The question then is at what time shall we begin to read. If the pupil begins to read, almost as soon as he begins to study, as some would have him, his vocabulary will be quite wide before the end of the first year.

William T. Peck,

Classical Department, Providence High School.

Methods of Teaching Modern Languages. Thirteen papers on the value and on methods of modern language instruction, by some of the foremost teachers of the country. D. C. Heath & Co. Size 5x7 in. Price 90 cts.

From a pedagogical standpoint this is a most instructive and a most important book. It fact it is almost the only one of its kind. Here teachers of modern languages may study the history of their profession in this country, and may also find it treated from almost all standpoints by specialists whose opinions should be highly respected. After considering several plans for reviewing the book, it has been decided to give the titles of the articles, with the writers' names; and, in addition, to give a very brief outline of a few of the papers. Since it would be hard to select a few of the papers and call them the most important, the order in